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## PARTING ODE.

BY MISS ELLA E. BEARDSLEE.

*Sung at the Graduation of the First Class of 1874, Connecticut State Normal School.*

### I.

Just above each day of sorrow,  
O'er the mists, plays heavenly light,  
Whence the lowering cloud may borrow  
Silver edge of lustre bright.

### II.

Heavy hangs the gloom of parting,  
And the clouds of pain drop low;  
But from rifts of hope outstarting  
Fall soft rays on us below.

### III.

Though this hour be one of sadness,  
Take we now into our hearts  
Every kindling beam of gladness  
That to us its warmth imparts.

### IV.

Forth to work these thrills impel us  
While we hear, like sound of bell,  
Cheery notes ring out to tell us  
This is but a brief farewell.

## THE MORAL SIDE OF PUBLIC SCHOOL LIFE.—No. II.

BY JOSEPH GILE, NEW HAVEN.

II.—The principle of Personal Self-Respect, which was named as a second division of the subject, bears a peculiar relation to the principle of Moral Obligation or Duty. The two may be said to stand opposed to each other, as the force of repulsion is opposed to the force of cohesion in the material world. No character can be strong and wholesome in which these two elements are not fairly and evenly balanced. The element of self-respect demands of the teacher the most careful management, since the period of youth is its season of growth and development. If the boy is too closely guarded, and denied the exercise of his judgment and will, self-respect is sickly and weak, like the shoots of a plant growing in the shade. And if too little restraint is placed upon him, its development is premature and unhealthy, and the boy becomes conceited and self-willed.

That style of school which is regarded as a

model of perfection by some, where the life and development of the individual have no place, and nothing is seen but the groove-like movements of a machine, is the great enemy of anything like a feeling of self-respect. It is the sort of school which its admirers boast will run itself, like a clock after it is once wound up. Where everything is done by *bell-taps* and *nods*; where not a word is spoken, nor a hand lifted, nor a foot moved, except when all the mouths are speaking the same word, all the hands making the same gesture, and all the feet moving to the same measure; where the pupils all open and shut their eyes together, and all move their jaws together when they read or recite in concert, and where even the singing has a sort of music-box machinery about it.

In this sort of a school that vital principle, which the boy calls himself, is so repressed and shut down and driven out, that it is a wonder he knows the way to his own home at night after having been in the machine all day. No sort of play or levity ever occurs in the yard of such a school, but mean and cowardly things are often done and no one can ever find out who does them. The natural channels of action and animal spirits are so guarded, hemmed in, and stopped up, that their breaking out into all sorts of pernicious ways is hardly to be wondered at. I have known the boys' playground to be turned into a flower-garden, where the boys were not permitted to step off the brick walk leading from the gate to the door, for fear they might injure the borders or upset the geranium pots. I have seen boys come into such a school yard and stand waiting for the doors to be opened, in a sort of dismal crowd, so doleful, melancholy, and spiritless, that the sight of it would have made the spirit of old Squeers fairly *shriek* with delight. This is the kind of school which I regard with extreme dislike, and at which I confess to a strong desire to throw my *inkstand*, as Martin Luther, in the olden time, threw his at the Father of Lies!

A school of the opposite extreme in character is equally fatal to the cultivation of self-respect. I mean the sort of school where the big boys—weak in intellect, but brutal in animal strength—perse-

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cute and torment the little fellows ; where there is no healthy public opinion to restrain the rivalry of meanness, and no sense of shame to check coarseness and obscenity ; where grave faults and abuses are ignored, and condoned, because the teachers dare not come to an issue with insolent and rebellious pupils ; where the strong are independent and defiant, and the weak cowardly and lying ; where the work that is done is a base pretense and a sham ; where teachers and pupils alike have that strange, half-confused, half-guilty look as you enter the room, which shows that they are vaguely conscious of a state of things they are ashamed of ; where the vilest thoughts and the most debasing habits feed on young hearts and minds, like poisonous reptiles and filthy vermin ; where the boys pass the hours of the day in a sort of intoxication of riot and wickedness, and do not realize the enormity of their conduct, till, in a half hour of wakefulness after retiring, reason and soberness return to each one alone and in darkness, and as the boy's conscience, with reproving voice, calls over the events of the day he is dispirited, dissatisfied, disheartened, and, with many sobs and some tears, resolves to do better on the morrow ; but on the morrow the same current of evil in the school overbalances him, and sweeps him along like a flood. Over such a school Satan himself watches with a smile of delight, for he knows that from its ranks are promoted the most promising pupils that fill the higher grades of his system of education. At such a school it is not necessary for us to throw any inkstands : from the appearance of its walls, external and internal, the boys have already attended to that matter themselves.

Another enemy to wholesome self-respect is to be found in the entire mass of juvenile literature that has been published in this country for the last ten years. Better that a boy should sit on a stone fence and make willow whistles, chase butterflies in the meadow, or slide down hill in the winter, and go fishing under the bridge in summer, than that his mental fibre should be relaxed and debilitated by being saturated with this insipid trash. When the mind is held for hours at a time, without reflection, under the spell of a book, it gradually loses the power of vigorous thought, and becomes a mere channel or sluiceway for the thoughts of others. No book should ever be read by a boy which weakens or exhausts his mind instead of strengthening and nourishing it. The law of growth and nourishment is the same in the mind as in the body, and follows the same principles. Food for the

young, growing body should be clean, wholesome, and sweet, with no stimulants in meat or drink ; nothing to touch and please the palate without satisfying the appetite. In the same manner food for a boy's mind should be pure, sincere, and true—true in fact, true in principle, true in feeling, exactly the opposite of the prevailing style of affected simplicity and sentimental tenderness.

III.—*A Consciousness of the Dignity of Human Nature.* As a class teachers are apt to dwell too much upon the petty annoyances they suffer from boyish mischief and thoughtlessness, and to attribute them to a settled state of depravity and meanness. We often hear teachers speak of boys of good principles, boys of bad principles, etc. Such teachers must be sadly ignorant of the material they are working with. In plain fact, boys have no such elements in their nature as principles. Do not misunderstand me ; I do not mean to say that boys are radically and naturally depraved and wicked, or that more of the tares of the enemy take root and flourish in a boy's heart than in a man's.

On the other hand, I believe that boys are more frank, simple, and honest than men. Nay, I am free to confess, that I sometimes think many of the boys whom I have taught, and scolded, and flogged, are in the sight of God more pure and generous, in proportion to the light that is given them, than I am, and that in the end they shall pass before me into the Golden Gates, and be called by the Master to a higher room than I shall fill. But what I wish to say is this : Boys have impulses, noble and beautiful, and aspirations generous, pure, and holy ; but principles they have not, for they are not yet formed. They are elements of later growth.

Again, teachers too often fail to recognize that inner energy of better nature, which is to the soul what the principle of upward growth is to the plant. It is a soul-energy which is closely allied with the sense of duty, and the sense of self-respect ; and this is why I have thus grouped the three together in my subject. Those who recognize this inner energy of nature and endeavor to assist her in her plans, instead of striving to force her to conform to plans of their own, are the wisest and most successful. Even in guarding youth against impurity, nature well understood her duty ; and it is skillfully and delicately done when she has not been forestalled by awkward and presumptuous hands. When, in her own good time and in her own way, she whispers to a boy all the sweet mys-

teries and secrets of manhood, she presents them in colors so sacred, and in forms so spiritual, that they rest in his heart, as pure and as delicate as the white seeds in the heart of a growing apple.

True character must be built up from within, not from without. In the recognition of this principle it must be conceded that English teachers are far ahead of us in America. Many of their methods seem awkward and cumbersome, when compared with the systems we have perfected as labor-saving machines. But they have a human sympathy that wins. They appreciate the principle contained in the quaint language of old Father Southworth when he says: "The chief thing that is to be regarded in him that doth anything is the will and love wherewithal he doeth it."

We are reminded of this fact in listening to Dean Stanley, as he speaks to the boys of Westminster School, at a confirmation service in the beautiful chapel of Henry Seventh, in Westminster Abbey. There is no effort to excite the feelings or emotions in an unnatural manner, nothing is said that is startling or dramatic; but every sentence has a soul in it, and every appeal seems to reach forth a hand that a boy can grasp and cling to, as to the hand of a living friend.

As we see how the boys listen with "kindling eye and bated breath," we remember with shame the manner in which persons who should know better, will sometimes talk to children and youth in America. They can have but a faint conception of the dignity of even a child, or they would not so often be silly where they should be serious; nor scatter only dry, rattling peas where they should let fall only the fairest and purest pearls.

There is grave and serious need that an important lesson should be taught to the more forward classes of American youth. I mean those who have come of that race which has done more for humanity than any other ever moulded and guided by the hand of God. From a good ancestry, besides the name they bear, they inherit the culture, temperance, and patience, and the honest industry which have been worn like family jewels by many generations. Every drop of blood in their hearts is an impulse to a pure and noble life. Their safety amid danger and temptation is but a token of the keeping of God's covenant "with the righteous and his seed after him." Well may it be said of them that they have the benediction of centuries upon their hearts and minds.

Nor can they easily relinquish the legacy thus bequeathed to them by the past. This land must

be their home while time and the race shall last. The ghost of the Mayflower, if it still haunts the seas, finds no new shore with a boundless virgin forest behind it, where she may again plant the seeds of a nation. There can be no second Plymouth Rock to serve as a doorstep for a second dwelling-place for liberty. But the youth of this class only need to be reminded that their fathers earned their place of honor by their practical faith in human nature, regardless of the accidents of rank or power. They need to be taught the meanness of their growing contempt for those less favored by fortune and culture than themselves. This gradual separation of classes, with a feeling of contempt in the one and of jealousy and bitterness in the other, is regarded by some as the most serious danger that now threatens the country. In no way can this be overcome, and the two classes be taught to understand and respect each other, so well as by placing them at work side by side in a public school.

Lastly, teachers themselves need to show a warmer personal regard and a more generous sympathy for their pupils, of whatever sort, class, or condition, purely on the broad basis of a common humanity. We should make it a matter of pride never to shut out from his right to our care or our discipline any boy, however unpromising, discreditable, or annoying he may be. We should remember that whatever type of race may be read in the lineaments of his face, the type of Divinity is stamped upon the features of his soul; that whoever may be the father of his body, Almighty God is the father of his spirit, and on this account at least he is more our brother than our pupil.

If we have been the means of letting in even a few rays of sunshine and hope upon a life which has already had too much of shadow, it will be a source of satisfaction and comfort at that time which must come to us all, when, at the close of our life-long session, we shall sit silently and with folded hands, looking back upon our credits and failures, and waiting, solemnly waiting for the word and sign of the Master, which shall tell us that "School is dismissed."

#### THE SCHOOL QUESTION.

BY MISS H. M. FREEMAN, MANSFIELD, CONN.

The same battle is going on in Germany, England, and America. The same spirit that broke down Mr. Gladstone's ministry last winter, is ripe in our own land, though as yet less bitter. Secularizing the school looks to be the result of the



contest; for how can State appropriations be made for the support of schools and religious toleration be maintained? Already the Board of Education in the city of New York are forbidden to make any appropriations for the support of any religious school or denomination.

The New York *Christian Advocate*, speaking on the subject, says: "If the schools to which the children are sent to acquire the rudiments of reading, grammar, arithmetic, geography, and the natural sciences were the sole means of teaching within their reach, the case would be widely different. But what they are taught in the schools is but a part of their education, and the time and opportunities there given are only a part—a minor part, too—of those by which the character of the child is to be fashioned."

If children are always to remain children, and never get beyond rudimentary instruction, we would not be strenuous about their education any way. What we are looking at, is the men and women which the children will make. As the child increases in knowledge, home influence becomes less, school influence greater. In the higher institutions of learning, character crystallizes fast. Shall we say then that the time and opportunities of school are only a minor part of those by which the character is formed? By no means. They are a most important part.

The *Advocate* goes on to say: "Each one may make further provision for his own, and through the agencies of the family and the church, may supplement the instruction given in the schools, by such and so much religious teaching as he may please."

As to leaving this highest of all interests to the family and church, what shall we say of those Godless households, which constitute so large a proportion in our community? And what power can the church have over minds who have been educated into the belief that a knowledge of the old heathen gods and goddesses is of vastly more importance than a knowledge of the true God, and His own illustrious theocracy? While dogmas and creeds are ever to be deprecated for the young, truth and righteousness, clothed in the beauty and simplicity of God's own book, should be insisted on, and that most earnestly. Setting aside the practical wisdom which must follow from a thorough knowledge of the Bible, considered merely as a work of art, its study should be urged in the schools, for unlike any other book, the deeper we dig, the richer we find the ore. Truly, its existence proves God's existence.

Professor Fisher says: "The English Bible is a classic of so vast an influence on the culture and literature of the whole English-speaking race, that an acquaintance with it seems essential to a literary education; and we are of opinion that it would be no violation of the right of conscience, if it were to be studied from this motive in all institutions of learning which are supported by the State."

Again, how is it possible to secularize the schools? What course of study shall be adopted? Nothing is purely secular. Our reading must be select indeed which is destitute of all "religious coloring." And history, what shall be said of that? Is the past to be blotted out, because we cannot help seeing a divine hand in the rise and fall of nations? Shall we ignore the history of our own country, for which God sifted the nations to procure seed? Shall we lose all the instruction and wisdom which comes to us from a knowledge of the virtues and vices of past lives? And the natural sciences—care indeed must be taken to shut out God's light and love, which is stamped on every blade of grass. Already the attempt has been made to leave out mental and moral philosophy from a liberal system of education.

Rather than enter upon this "latter day folly," let there be no public appropriations. Let the schools be supported by private funds, allowing each one to send his own to such schools as he may choose, giving them those religious rights which it is his privilege to enjoy. Here arises the vexed question: How can the State compel children to attend school for which it makes no provision? The practical workings of the question might not be so formidable as they seem. To persons of ordinary intelligence, the education of their children would be the very last thing they would give up. Towards those benighted souls who have neither thought nor care for the future, there should be exercised a spirit broad enough, deep enough, philanthropic enough, to sweep in their children to the currents of truth and light.

We are talking about a national university. Certainly the project is characteristic of American enterprise. But with our heterogeneous population, with its affinities and prejudices, with its religious and irreligious, should we not add difficulty to our already difficult problem? And more than this, when our national Congress cannot be true to a material interest, much less could it deal wisely and honestly with the complex nature of human beings. Moral stamina is the crying want of the country. How shall this want be met? Not,



surely, by overmuch sharpening with an oscillating edge; not by an increased power for evil, and a lessened capacity for good. It is only by right principle, occupying its right place in the schools of the country. Then shall the pillars of Church and State be upheld, and borne down to future generations with an unswerving rectitude as well as an undiminished ability.

### THE DEPARTMENTAL SYSTEM.\*

BY MRS. ABBA G. WOOLSON, CONCORD, N. H.

By the departmental, I understand that system of instruction which gives to each teacher in a school one or two special branches to teach, and those alone; and sends to him for recitation all pupils of all grades who may be pursuing those branches. Provision may, or may not, be made for the detention and supervision of these pupils in school hours, when their recitations are not in progress. At such times they may study together in one or more rooms, in the presence of teachers who shall have charge of their department, in addition to that of the classes before them;—and this would be the course pursued in our High Schools;—or they may be allowed freedom to study when and where they please, provided they present themselves at appointed hours to their several instructors. The latter course is the one adopted in our colleges. In both, however, the general method is the same.

Opposed to this is the class system, by which the scholars, and not the studies, are divided among the different teachers. To each man is assigned his quota of the pupils of the school; and he hears them, and only them, in every study that they pursue. They have no direct relations with the other co-ordinate teachers; and their work is confined to the one room in which they sit.

This is the system almost universally followed in the lowest and primary schools. There the studies taught are so elementary, and the need of constant direction and supervision so great, that no one doubts the propriety of entrusting the whole care of the youngest pupils to the same instructor. On the other hand, the departmental system, as I have said, is the one that prevails in all our colleges.

The question then arises, At what stage of the pupil's school life shall the method of instruction change from the Class to the Departmental?

\* Read before the New Hampshire State Teachers' Association, at Claremont, October 31, 1873.

Shall it be in the grammar school? Educators say "No, not there. The need of inculcating good habits and proper conduct is still of the first importance; and the intellectual work demanded is not such as to require extensive research or great preparation on the part of the teacher. Therefore the regimen of the primary school should be retained."

The only exception to this universal adoption of the class system in lower schools that has, of late, come to my knowledge, is that furnished by the city of Auburn in Maine. The Superintendent of Public Schools in that county, believing fully in the superior effectiveness of departmental instruction, even for this lower grade, introduced it into a grammar school containing two hundred pupils. These are seated in four rooms, each one of which is under the charge of an instructor. Classes pass from teacher to teacher, reciting to each in the one study that she superintends, as older pupils would do in our High Schools. During the period in which it has been on trial, the Superintendent reports it as having fully succeeded, and has written enthusiastically concerning its results. He claims that the most valuable feature of the new arrangement has been the freedom with which a scholar has been allowed to advance from one class to another in the same study, without reference to any one else. There is, as he says, no close classification, according to the years of admission; no compelling any two pupils to do just the same amount of work in just the same time; "no dragging forward, by main force, of blockheads; no restraining of the intelligent and industrious." Thus natural taste and aptitude bring rapid advance to their possessor.

This is certainly a novel feature in the management of a grammar school; and should be hailed by all educators, not because it is sure to be an improvement on what we have now, but because it demonstrates that original experiments of a thorough kind are still possible in a grade of schools where an unquestioning adherence to old practices seems too long to have been the rule.

But until this new departure in the grammar schools of Auburn shall have time to establish itself as a permanent success, or to become an evident failure, the High School must be regarded as furnishing the border-ground between the two systems. The question to be settled then is,—Shall we adopt the method of the school below us, or of the college above? Shall we group our students into a number of distinct, isolated communities, each under the charge of one teacher, but all subject to

the general supervision of the head of the school; or, shall our students sit together in general assemblies, and pass and repass from teacher to teacher, for their different recitations? Neither of these systems is strictly enforced in the majority of our High Schools, as we shall presently see; but there are not wanting advocates of each, who believe that by adopting one or the other, and carrying it out thoroughly and methodically, our schools would be the gainers.

Those who strenuously defend the departmental system, as the better of the two, maintain that the pupils have already been trained to something like habitual good behavior in the two lower schools; that their minds are ready for an advanced range of thought; and that therefore it is best to introduce them into another and a freer method of work. The salient advantages of the departmental system they reckon to be six: two of which concern the teacher himself, two the scholar, and two his material surroundings.

In the first place, they contend that all teachers are not competent to teach all branches; that but few men and women, indeed, can teach more than two departments with thoroughness and devotion. Special predilections for special topics should be consulted, if we would secure that enthusiasm in the presentation of truths and ideas, which is so powerful a stimulus to the pupil's mind. A lack of fitness in the teacher will often arise, also, from deficiencies of education, as well as from a natural bent of mind. For example, the oldest teachers of our High Schools—the men of course—received their education from colleges, ten, fifteen, and twenty years ago; and, consequently, as a body, they know very little of physical science as it stands to-day. It is only of late years that this has forced itself into an honorable place in our universities, by the side of the venerated classics of forgotten tongues; and what little was taught in those older days has been almost entirely superseded by the rapid discoveries of the last ten years. The imperative demands of Greek and Latin classics upon the time and attention of such teachers,—(since the success of boys in passing examination for entering college is still the one public test of their work,—)necessarily prevent them from gaining that thorough knowledge of modern physics which an educator should possess. Specialists, then, are demanded for such work; and for lack of such specialists, the science taught to-day to our pupils is only kept from being of the most meagre and obsolete character by the constant use of recent

text-books, to which our educators are thus slavishly tied.

The inferiority of such instruction to that where the teacher is master of his subject, and familiar with the objects which the text-books describe, will be apparent to any one who has ever had the pleasure of seeing such a man as Professor Shaler of Harvard College directing a class of boys in their geological pursuits. A piece of coral in the hand of the pupil is the page from which he is to gather his new ideas; and such close study is he taught to give it, using his own eyes and his own reason, instead of that of another, while he transfers its likeness to his note-book, and describes it there in his own words, that he not only acquires the intelligence already gained by others, but becomes, oftentimes, a discoverer of new facts, and thereby adds to the existing knowledge of the world. Whatever facts he may fail to observe, the teacher supplies. Such instruction can only be given by a man who loves the subject he teaches, and could evolve it from his own brain if every text-book were destroyed. But to expect that the same mind should, in successive hours, treat with undiminished ardor and learning the subjunctive mode in Latin, the roots of Greek verbs, the sines and co-sines of Trigonometry, the pronunciation of Chaucer's Norman-English, and the scanning of French stanzas, is to assume that all schoolmasters are Admirable Crichtons, and epitomes of all the intellectual gifts distributed among mankind. Even our School-Committees,—wisest of men,—are beginning to discover that they are not competent to judge of every branch of instruction that they prescribe, and are reconciling themselves to the inevitable advent of woman into their boards, by the reflection that they will, at least, know something of the sewing which timid little damsels in grammar schools now spread before their bewildered eyes. Because, therefore, it is important to secure individual fitness in our instructors, says our special pleader, the departmental system is the best. To each man is given that which he likes, and in which he excels; and since the chances are that some men will be found to excel in everything, no branch need be taught with indifference, or with an ignorance that is barely respectable.

The other consideration affecting the value of the teacher is this: that by the departmental system the time which recitations do not consume is made available for advancing his work. Having, usually, no pupils sitting constantly before him, the spare hour or two a day,—which, it is presumed,

every teacher possesses in a well managed-school, —is at his disposal for experiments or study, or whatever else he may choose, with no one present to restrain him in his movements, or demand his attention.

Thirdly: this system allows the teacher to maintain an acquaintance with the pupil throughout his whole course in the school. The boy who recites Latin grammar to him in the first year, reads Virgil and Cicero with him in the second and third, and thus never passes beyond the influence of one who knows him well. The master understanding fully the abilities of his pupil, and his past acquirements, knows what to demand of him, and how to advance him step by step into higher divisions of the same theme, while the boy, feeling that he is fairly judged, is ready to follow his lead. The acquaintance thus maintained may be of moral, as well as of intellectual benefit, since something akin to friendship has time to ripen between master and scholar, and whatever advice one may give in respect to morals and manners, is received by the other as from an old friend. Such systematic training and increasing influence is impossible in the class system, as it is usually applied. There, with the beginning of every school year, the pupil starts entirely anew. Most of his companions may advance with him, but the new teacher is an entire stranger, perhaps, and the other divisions of pupils united with his may be composed of strangers also. He has lived in a secluded colony, with no school acquaintance with the boys or the teachers outside his own limits, and he finds himself now in another realm, where the ruler, from personal observation, knows nothing concerning him, and where the laws, the requirements, and standards of excellence are changed.

Again: while he may continue to recite to one teacher throughout his course, he is not limited to one during any period of the time. Since every branch is recited to a different instructor, he is brought in contact with many older minds, and cannot but be benefited by the varied influences thus brought to bear upon him. Where men and women teach in the same school,—as they should in all schools,—he gains from contact with both the masculine and feminine mind. He learns thus to judge of his teachers by comparison, and to estimate them fairly, and is in no danger of rendering a servile obedience to any one authority, as to an oracle. When shut up with one teacher throughout a whole year, he must inevitably copy his defects to some degree, and must fix the habits

of mind that he there acquires. If the teacher in such a case is a faultless model, the result will be good; but if he chance to be superficial and incompetent, the injury done to the boy's mind will be ineradicable. Especially is this true of the first year in a High School. If he is then so unfortunate as to be entrusted to an inert, inefficient teacher—and most of our large schools have their quota of such,—habits of inattention and mental stupor will follow him through life. Subsequent teachers may give him up in despair as a dull intellect, or may strive to arouse him to some mental activity, but in either case he will not cease to suffer for this disadvantage at the start.

A fifth consideration is one that concerns health, both of body and mind. Where pupils pass to another room for recitations, they get a change of scene, which rests and revives their minds, and a change of air, and some exercise, which rests and benefits the body. And where rooms are vacated at regular intervals, it is possible to obtain frequent supplies of fresh air, without subjecting pupils to cold draughts blowing over our heads. So long as the popular means for ventilating our school rooms are what they are, this is no unimportant consideration.

Again, and lastly: greater economy is possible in regard to the supply of apparatus. One room contains all that illustrates that department, and the whole collection may be at the service of every pupil. No duplicate sets are needed for other rooms; and no necessity arises for a troublesome transfer from teacher to teacher. And apparatus is getting to hold a prominent place in our modern methods of instruction, and must in future require a considerable outlay for its supply. We are learning to teach more from external objects and from nature, and less from the abstraction of the printed page. Not only the study of completed objects, which our popular object-lessons induce, but the construction of them from prepared material, which the Kindergarten teaches, and which is destined, without doubt, to become a feature of our higher schools, will require, hereafter, a large supply of different material for the pupil's work. This must be made to serve the needs of all scholars of one department, if we would not necessarily multiply the expenses of the school.

Thus the advocate of special departments seems to have made out his case. But the defender of the class system stands his ground. He replies: We may grant all this, but we perceive also the errors into which your methods leads. Let us con-



sider awhile the efficiency of the teacher. The course which you claim will make your instructor thorough and competent, will more often render his mind narrow and inactive, by forcing it to dwell continually upon the one subject with which it is already familiar. Limited to his one sphere of thought, he will appear to give it an undue prominence; and no one will teach the scholar to subordinate one study to another, and to trace the connections and the correspondences of all. Then that fertility of illustration, which serves so often to render a truth clear to younger minds, and which a daily attention to other branches suggests to an instructor, is apt to fail him here. For lack of an interest in wide ranges of thought, and mental exercise upon fresh and varied topics, he loses in vivacity and power. A constant perusal of books upon subjects remote from his work can alone prevent this; but few can find time for much general reading during school sessions. These few will be the men whose special department is an easy one; for it is another peculiarity of this system that it prevents any equalizing of labor among its teachers. One will find himself oppressed with his task, while another is free to enjoy the sweets of leisure in academic shades.

Moreover, the deep, original investigation which such a system allows, is out of place in a High School. It belongs only to the college, where students have advanced so far beyond the rudiments as to appreciate the labors of savans and proficient. And even there, the real work of instruction is not done by its famous men, but by assistants and tutors, who often have no more thorough knowledge of what they teach than the masters of our public schools, and not half their experience as teachers. It is to give the institution prestige and credit abroad, more than to instruct its youth at home; to advance the science and literature of the world, and not to instill existing science and literature into students' minds, that our colleges secure the services of eminent discoverers and pay them liberal salaries for working within their walls. It is well for their classes, perhaps, that one recitation per day is the most they are usually expected to give, for that which makes a man a philosopher often disqualifies him for a teacher of youth. In High Schools, where no external work is to be provided for, and teachers are called upon to deal only with the beginnings of the higher education, the culture should be extensive, rather than deep.

Again, by the class system, the teacher is not the slave of general regulations. Classes need not

come and go with methodical accuracy, according to the tap of the bell from the Principal's room; each one consuming just so much time, whether the pupils be few or many, the lesson simple or well-learned, or half-acquired, and demanding no explanation. The average time required for a recitation has then nothing to do with the teaching action. The same pupils are always before him, and he may apportion the time as he chooses, and vary this, if he chooses, for every day. That which can be dispatched in a few moments lends time to that which is more engrossing.

Thus is he enabled, also, to gain opportunity for that general instruction upon every day matters which is not given in the text-book, and not taken cognizance of, perhaps, in semi-annual examinations, but which every good teacher feels it his duty to impart. How else can he find the time to acquaint his pupil with the physical laws which concern his health and well-being so vitally? how enlighten him in regard to the air he should breathe, the clothes he should wear, the food he should eat? how enforce upon him an understanding of those moral—not religious, but moral truths and precepts which can alone render him the true and upright man which it is important, first of all, that he should become? Our schools may make learned and ready men in intellectual matters, but unless they send out into our communities young men and women who know upon what conditions they can preserve their physical powers strong and clear for their work; who are taught what is held to be honorable conduct among the business men and the society around them, and are yet inspired with an ideal higher than this; who are fitted by enlightenment and training to withstand temptation, and to understand it when it comes; who are instructed in the relations they sustain to their government, and the duties it imposes upon them; who are taught what justice and mercy mean when applied to all classes and conditions of men and women, the service they perform to the community will be slight, and the evils they engender may work irreparable injury to the future of our republic.

But for all this there is little provision made in the regular recitations, and many assistant teachers of our High Schools know full well how impossible it has been for them, in schools taught upon the other plan, to obtain time for such work. One class comes and goes, and another succeeds continually; and when the last returns to the sitting-room at night, the bell is heard striking for their dismissal. The class system, certainly makes it

possible to obtain an opportunity for such instruction, when all the pupils are present and no interruptions occur; but whether the teacher avails himself of it or not, will depend upon whether he is looking to his pupil's good in after life, or to the standing of the classes to-day. That it is so seldom given, in any system, should not surprise us, when we remember that the teacher is human, and susceptible to temptation, especially to the temptation of a goodly percentage as a visible crowning of his work. When the results of his labors for a term are to be compared only by the percents that can be obtained at examinations, a noble ambition to benefit his pupils must often degenerate into a mere desire to vindicate his abilities before his fellows. He is tempted to teach only what will tell in those examinations; and since moral culture, physical strength and aptitude, attractive manners and general intelligence, win no distinction there, attention to them will be deferred to a more convenient season. Boys become then, not prospective men and citizens, but instruments for determining the standing of the class. It must be admitted by thoughtful minds, that the result wrought in respect to this important and unimposed culture of pupils, by our prevailing mania for percents, is one whose evils cannot be computed, and that in the future these evils will tell in an inferior order of men in our communities,—men shrewd, sharp, quick to take advantage of another, impatient of everything which does not advance their material success in the eyes of the world; men, too, whose standard of morality will be lowered, and whose private lives had, too often, better be hidden from the eyes of the good men and women about them. Some general comparison and oversight of all schools of each grade, and of all classes is, of course, necessary, that they may advance in line, and be ready to unite in subsequent work, and some stimulus may be needed for idle teachers and scholars; but if our elaborate and tyrannous systems of per-centages were to-day banished to the shades, our schools would, to-morrow, take a new start towards intelligence and virtue. That the unrecognized instruction which is thus too often driven out, is possible in the class system, and only in that to any great extent, is a strong argument adduced in its favor, provided teachers exist who have sufficient courage and sense of right to withstand the temptations, to ignore it.

But the strongest point which is made by the advocates of this plan, is the control it gives the

teacher over his class in the matter of discipline. The boy is subject to but one system of rules; and to the observance of these, the teacher can strictly hold him. Having no opportunity in other rooms, where laxer regulations may prevail, to indulge in vagaries of conduct not permissible on his own ground, he is never on the look-out for escapes. Obedience to reasonable regulations becomes no longer irksome, since the steady regularity with which it is maintained leads him to be unconscious of it, as we are of the weight of the air over our heads. The school in general is the gainer. Each class settles down into good behavior, and no opportunity is afforded for the noisy frolics that often occur, when classes pass from one room to another, across halls, and up and down stairways, where the teacher's eye cannot follow them.

It is to avoid this evil that the class system has been adopted so generally in our large city grammar schools, where the pupils gathered under one roof number, often, twelve hundred. High schools contain a much smaller number; and, moreover, their pupils are older, and already trained to good behavior; and therefore, it may be said that the evils resulting from a free movement of pupils will be slight. To this our advocate would reply: experience proves that a fear of detection and punishment is necessary to keep even pupils of maturer years under proper control. Not until they are young men, and not always then, will they learn to act from higher motives, in which compulsion has no part. Our civil governments in dealing with adult citizens, find that fines and imprisonments must be enforced with watchful care, if laws are to be respected. It is a fine theory that self-respect and self-control can take the place of external force in our higher institutions; but it is one that is not upheld by facts. Even in our colleges, where the departmental system is in full force and the students are left free at all times except at recitation hours, it may well be questioned whether this principle is not carried too far. Calling the inmates of such institutions young gentlemen, does not necessarily make them such; and so long as they indulge in the pleasant little barbarism of hazing, by which younger and weaker boys are left alone and defenceless, to endure the insulting cruelties of older and stronger ruffians; so long as a love of harmless sport leads them to practice deliberate impositions upon the tradesmen of neighboring cities, by which the latter are robbed of valuable time and money by forged orders, without any chance for redress; so long as these model youths have occasionally to be

expelled for insulting ladies on the public street, so long it must appear to the profane world outside their gates that the theory by which they are governed is a little unsound, and that some wholesome, rigid discipline is their greatest need. It might give more trouble to tutors, but it would be far better for the students themselves if they were kept under that constant supervision which the class system allows, during the first two years of their course; and certainly it would be much better for the city in which they dwell. But the established ideas of university privileges, by which these young citizens learn to despise civil laws and to defy policemen,—as if there could be a privileged class in a republic—seem so firmly rooted in such institutions, that we may hope for no immediate reform in the conduct of college boys till the presence of young ladies among them shall force them to respect themselves, and to conduct as if they were really young gentlemen, and not a band of lawless desperadoes. And of this presence we do not despair, even at Harvard, where the conservatism that belongs to great learning and superior position keeps the doors so firmly barred.

Such are the considerations that arise from a comparison of these two methods of instruction. Do you ask for a conclusion of the whole matter? If compelled to assume the office of a judge, I should hesitate to which to give the preference. The system adopted in the greater number of our New England High Schools seems to me better than either. There the number of pupils rarely exceeds one or two hundred; and neither the department nor the class system wholly prevails. The pupils sit together for the most part, in the main room, but are not confined to it for their recitations. They pass into other rooms, but the teachers presiding there are confined to no one branch of study. They may hear several during the day, and these may vary with every term. Such a method combines features of the two; it ensures variety of scene, exercise, and instruction to the pupil, while limiting the teacher to no narrow range. It does not produce savans, but it keeps instructors active for work and fresh in interest. In so small a school a uniform discipline can be maintained without difficulty. I should regard the strict adoption of either system in such schools as a mistake.

While in the smaller cities this mixed system is in force, nearly all the schools of our great Western cities, such as Chicago and Cincinnati, are managed on the strict departmental plan. Boston alone, of all cities, so far as I know, maintains the strict

class system in its two principal High Schools. That city would thus seem to decide that the place for the departmental system to begin is in the college, and not before. It may be a wise decision; yet it is not the result of preference but of habit. Thus she still keeps her boys and girls in their separate High Schools, unmindful that by so doing she is taking any peculiar course. And, since in this matter she follows without question the regulations of the past, we may attribute her continued adherence to the strict class system to habit, rather than to an enlightened preference.

But methods are, after all, less potent than men. The best of systems fail for the lack of men to execute them; and the poorest succeed, because of the vitalizing power that applies them. It is the teacher who makes the school; and whatever be the method by which his results are produced, he will owe his success or his failure chiefly to himself.

## YOUNG TEACHERS' DEPARTMENT.

### A STYLE OF WORK TO BE AVOIDED.

BY C. M. PARSONS, "ANDY HOOK.

The schoolmaster enters the room with a dignified tread—rings the bell—and before commencing the reading exercise, you hear him call out, "James, go stiller." "Here, Thomas, come back." "Charles, let John alone." "Henry, stop that whispering."—The reading exercise is now ready. The class goes to the bench with a rush,—the first one there takes the head; if two or three are behind, they squeeze in between and crowd the rest. It matters not if the thermometer is in the nineties. It matters not if some one does get bruised. "Can't he move down?" "I got here first." The pupil at the head of the class reads, and he makes the room echo with his capacious lungs. Some one knocks,—neither teacher nor pupils hear it. The next pupil reads with a delicate tone of voice, then comes a rap that makes the teacher jump to his feet, and the pupils all cry out, "Some one knocked." "Hush! don't you suppose I heard it?" The teacher goes to the door, and returns to his desk, and announces that Henry is wanted. Out Henry goes with a heavy tread. The third pupil now reads, and "drags his slow length along," when in comes Henry. "Go still, Henry." "Mr. Brown, can I go out?" "No." "Mr. Brown, may I whisper?" "Not now." "Mr. Brown, can I sharpen my pencil?" "Keep still, all of you."



"Who's making that noise?" "Keep your feet still!" "Hush! Katie, be quiet." "Please to show me?" "Can't get it." "Oh! Tom's kicking." "Thomas, march up to my desk." "Oh! pullin' har." "Who's pulling hair?" says the teacher. "Harry." "No sir," said Harry, "I just touched his head." "Well, you let his head alone, and let his hair grow," said the teacher. Here the scholars laughed with the greatest delight. "Order, now; you have laughed enough." The reading class is dismissed,—the teacher is behind the time,—he hurries the classes through. Let us look about the room and notice the children: some are idle, because they cannot get their examples; some are watching the teacher; some are whispering; some eating candy or nuts; some nibbling apples; two or three trading knives; some throwing paper-wads; some making funny pictures, and some are asleep. "Can't he move down? its hot." A mouse enters the room, and each child is ready to leave the studies and observe the mouse. Some of the boots come down very heavily against the side of the building; some of the girls scream, and raise their feet from off the floor, and the din is enough to drive the teacher crazy. Just then a bumble-bee enters, and the din is worse than ever; books and slates, laughs and screams, disorder and confusion prevail. Finally, order is restored.—Does anyone wonder why some teachers grow nervous after teaching a few years?

There is nothing like disorder and impatience to try the nerves of teachers. Keep good order, and have patience with the little folks, and you will keep yourself in a fit condition to compose your nerves.

#### TOURS OF OBSERVATION AMONG THE SCHOOLS.—No. IX.

BY A. PARISH, SUPT. OF SCHOOLS, NEW HAVEN.

"At the close of the school, after the children had been dismissed, I felt a strong desire to stop and converse with the teacher about several things which I had observed, but could not speak of them during the session without interrupting the exercises. Though quite weary, I found her very willing to comply with my request; and the information she gave seemed so valuable that I wrote out the substance of the conversation, and if you have time and a disposition to listen, it will afford me pleasure to give you a report from the notes which I have made."

"Nothing would please me more, because, (1) I

shall learn what you have witnessed during your visit, and (2), you will doubtless give me new proofs of the capability of one of our best primary teachers."

"You may well esteem her a rare, good teacher who has such a faculty for doing her work so perfectly, and can also state the principles, so clearly, on which her action is based in the performance of her duties. If I give the substance of our conversation in the form of a dialogue, as occurring between a visitor and teacher, I can more easily, in that way, convey the impressions made on my mind.

"The prattle of the children's voices had died upon the ear, by a regular diminuendo, as the little company receded from the school, and our colloquy commenced."

*Visitor*.—I cannot tell you how much I have enjoyed in observing the exercises of your school to-day. The cheerful and prompt obedience of the children and their close attention to their studies, the perfect order and exactness of all their movements, have surprised me; yet I am not at a loss to determine how they have become imbued with the spirit they have shown, and how they have reached such perfection in all they have been required to do. The marvel to me is, how you can devote yourself to these little children only six or eight years old, with as much enthusiasm and ambition to excel, as you would to those twice their age. How can you keep up an interest in teaching the very lowest elements, and directing such little baby-minds?

*Teacher*.—I could answer your question satisfactorily, I am sure, if it were possible for you to understand what my experience has been in teaching. Perhaps I cannot do better than to give you a brief statement of it, and leave you to judge for yourself, as to results.

It fell to my lot, at the outset, to engage as a primary teacher, although I had an ambition, and regarded myself as abundantly qualified, to teach pupils advanced in their studies. But, yielding to the force of circumstances which were beyond my control, I entered the schoolroom to be the guide and teacher of infant minds. My ideas of the duties to be performed and results to be secured were doubtless much like those of nearly all who begin teaching under like circumstances. System and method seemed to me neither necessary nor desirable, with such little things; indeed, I thought it a species of cruelty to make them observe rules, and do this thing and that, for the sake of having

"good order in school." So I began by taking things easy, and allowing the children the largest liberty. For a time everything went on satisfactorily. I heard the children's lessons as I best could, amid the confusion that naturally came from a room full of children who were allowed to do what pleased them. It did seem to me that they should cease to be boisterous when they were requested to do so, because they knew I loved them and wished them to be happy. But they saw happiness in a different light from mine. The gentle whisper became vocalized; the suppressed laugh became an explosion. The frequent dropping of pencils and sliding of slates and books from the desk to the floor; an occasional missile across the room; an outcry from one whose hair had been pulled, and from another who was suffering from a pinch or a pin prick, together with a multitude of nameless little disorderly movements,—these all might have contributed to the enjoyment of the children, but not to my comfort, nor to the progress of the children in their lessons.

Week after week I endured that kind of school keeping until I found myself becoming fretful, impatient, ready to scold, and finally to punish more and more frequently, under less and less provocation. As I closed a most unsatisfactory term, disgusted with myself and school teaching,—seated at my desk, in the lonely stillness of my vacant school room,—I pondered. Soon my conscience began to upbraid me, and to suggest that my theory and practice of school-teaching were radically defective. What good results either in the *teaching* or *training* of these children have been reached? Teaching had been impossible in the midst of the disorder that had prevailed; instead of training to form right habits of thought and action, I had foolishly thought that the happiness of the children, secured by indulgence, should be the leading object of the teacher. In fact, I have had no definite purpose in mind; have adopted no system or method worth naming; but have gone on, struggling through the current events of each day, only to rejoice when the trials of the day were over.

Such were some of my reflections on my first experience. During my vacation, by day and by night, anxious thought and new plans for future action constantly exercised my mind. I read whatever might give me hints about the duties of the teacher, and earnestly sought information of those from whose experience I might gain valuable suggestions.

Before the beginning of the next term I had

reached conclusions that sent me into my school with views of school duties totally different from those I had previously entertained. Let me name a few of them:

1. I began to understand that the teacher must have definite plans, at the outset, for the conduct of even a primary school.

2. That if the teacher does not exert a controlling influence in the school, the children will do it; so disorder and failure must be the inevitable consequence.

3. That children derive greater pleasure from proper systematic employment, than from amusement of their own devising, when left to themselves.

4. That while the *teaching* of young children is important, their *training*, in the formation of correct habits of thought and conduct, is indispensable.

5. The teacher must feel impressed with the responsibility of giving right impulse to the minds committed to her care, that shall almost insure a successful future to each individual.

6. The duties of each day require a thoughtful preparation, on the part of the teacher, that new interest may be created and more perfect methods of instruction may be devised.

Such were some of the new ideas with which I entered upon the work of a new term, and by which my school has been brought into the condition in which you have seen it to-day.

*Visitor.*—I have been greatly interested in the recital of your experience, but I have many questions to ask about the methods you have adopted in conducting your school, and the reason of some things which I cannot understand. But it is getting late, and I wish to ask the favor of another interview to-morrow.

*Teacher.*—Most certainly. It will afford me great pleasure to add whatever I may be able.

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THIS thing of sending boys and girls to the same colleges would seem to be a frightful sort of business. The New York *Graphic* says the male freshmen are blindfolded and violently kissed by frolicsome sophomores of the gentler sex. If this is true every freshman ought to have a couple of policemen all the time with him for his protection. If we were a freshman, rather than to submit to the diabolical violence of being blindfolded and kissed by a parcel of sixteen year old female sophomores, we would a thousand times rather retire uneducated from college, and glide down the stream of time without knowing a single thing.

—Louisville Courier-Journal.

## MISCELLANY.

## WOMEN AT SCHOOL.

Archbishop Whately used to hold that there was one characteristic distinction between men and women. When men, he said, were spoken of disparagingly as a whole, they were apt to coincide; but when any particular man was attacked, they usually stood up for him, and did their best to show that he was not such a bad sort of fellow after all. On the other hand—this was Whately's theory, and we accept no responsibility for it—women were extremely sensitive as to the general character of their sex, while quite ready to join in cutting up the sisterhood in detail. It would be interesting to know what feelings will be excited in the female mind by the report which has just been issued by the Cambridge Syndicate for the Examination of Women. The Syndicate affect to report, on the whole, very favorably of the industry and intelligence of the majority of the candidates who appeared before them at the different centers, but they took upon themselves to make some remarks which, we fear, will be thought to be offensively characteristic of the arrogance and presumption of man.

It is stated that only a few candidates, when examined in the "*Horæ Paulinæ*," showed a knowledge of the book and a real hold on the argument, while most of them, although acquainted more or less with Paley's facts, exhibited great weakness in applying them conclusively. Most of the candidates had evidently studied the Scriptures very carefully, but "the answer to a question which asked for a careful summary of I Cor. xv, seemed to show that not more than two or three candidates had read the chapter so as to master its method and connection." The ladies come out strongly in arithmetic; but in English history they are sarcastically advised to "avoid mere fluency of expression;" and in English literature "the besetting error was irrelevance." Thus, when a brief summary of the "*Hydriotaphia*" was asked for, the result was that a great many accounts, the reverse of brief, were presented, not of the work, but of Sir Thomas Browne, the writer of it. It is remarked that it was observable that several candidates who complained of want of time had signally misspent the time allowed them. The examiner further noticed great "good will," but "a very prevalent inaccuracy." In English composition the examiner discovered a weakness for slang and a tendency to flippancy, and "too many of the writers did not sufficiently consider the meaning of the subject which they selected." One of the subjects which were set was to fix the place of the novel in modern literature; but many of the candidates started off at a tangent and expatiated on the bad effects of reading novels. The examiner endeavors to take the edge off these home thrusts by suggesting that, after all, he has in his time read worse essays by men.

The examiner may be a very learned man in his own way, but he clearly knows very little about women if he thinks to appease their natural indignation by a paltry concession of this kind.

We have very little doubt that women will see through the flimsy pretense of courtesy and conciliation under which the examiners endeavor to disguise this attack upon the general character of the sex, and especially on those very points on which women are known to be most sensitive. A woman will stand a good deal, but no woman with the least spirit ever submitted without an explosion to an insinuation that she was not a person of a logical turn of mind. Even the patient Griselda, who allowed her children to be taken from her one by one, would no doubt have startled her spouse by the sudden energy of her character if he had chanced to say, "My dear, it is really no use trying to argue with you, for women are always so illogical." All women are logical; and whether they are logical or not doesn't matter, for all the same they have a right to be considered so—this is the first great principle blazoned on the banner of the sex. But here we find a sneering examiner pointing out that only one candidate in logic showed a thorough grasp of the subject, and that he found it exceedingly "difficult to obtain a clear statement and ready application of important definitions and theorems."

All this is quite of a piece with the malicious and impertinent suggestions of the examiners, that women are discursive and rambling, and that when they sit down to try to write a short account of one subject, they generally write a long account of something else. The difficulty of obtaining a "clear statement" from a lady is also a stale bit of satire. The examiner in Latin remarks that the general impression produced on his mind by the work done was "that the knowledge shown was in most cases rather due to a retentive memory than actually assimilated with the mind and thought of the candidates." This is put in a very fine way, and perhaps the examiner may have flattered himself that there was something clever in the sonorous turn of his malignant epigram; but we can fancy we hear a female chorus crying, "So women are parrots, are they?" And it must be confessed that this is really what it comes to.

The French examiner has his bit with the rest. He thinks it may not be amiss to warn candidates against rendering into verse passages which they are expected to render into prose. Here again is one of the old sarcasms on women, that they think the hard, plain prose of life not good enough for them, and are always wanting to soar into the region of poetry. The same spirit animates the whole of these reports. They are full of jeering allusions to all those little weaknesses reference to which is known to be peculiarly offensive to the gentler sex. It may be true that women have a relish for racy language, and there are no doubt rumors that in



the highest circles this passion for color, or perhaps we should say for something else than prose, in conversation has led to the use of a very astonishing vocabulary; but only a Cambridge examiner is capable of telling a lady to her face that she is flippant and talks slang. The passage, however, in these reports which will probably be most bitterly resented is that in which proficiency in arithmetic is ascribed to women. It will be understood at once that this is only another way of saying that, if women are fit for nothing else, at least they can keep a correct account of housekeeping expenses. It revives at least one part of the old imputation that their natural mission is "to suckle fools and chronicle small beer," although it is well known that no greater insult can nowadays be paid to a young lady than to suggest that she possesses even in the most trifling degree and shadowy form, any of the qualities of a competent housewife.

Altogether this seems to us a very scandalous production. It has been printed by the *Times* as a genuine document, and names are appended to it which are certainly the names of gentlemen who are known in Cambridge. So we suppose it must be accepted as authentic. It will no doubt be taken up by the sex against which it is directed, and we shall hear what is thought of it. The object of the authors of this academical lampoon appears to have been to throw into an official form a consensus of the traditional foibles of women, under the pretense of giving the results of recent examinations. Some of them are, perhaps, married men, and they may have enjoyed a malicious but shabby satisfaction in giving vent to remarks which had occurred to them in the course of domestic conversation, but which they deemed it more prudent to suppress. "My darling, I do not dispute your facts, but you show great weakness in applying them," or "I do wish you would avoid fluency of expression," or "When you begin to say just a single word on one subject, why on earth do you start off into a thousand words upon another subject which has no possible connection with it?" "You know, dearest, how I hate flippancy and slang," or "It's really hopeless trying to get a clear statement from a lady, or expecting her to be logical"—these and other expressions in the Reports have certainly a strong flavor of conjugal controversy, and perhaps the examiners may feel relieved in having at last found an opportunity of speaking their minds freely. But after all it is rather hard on the innocent victims, and it is a pity they cannot have their revenge. In the old fable the lion observed that, if the picture of one of his species lying in the toils of the hunter had been painted by a lion, the man would have been on the ground and the lion on the top of him. Now that the women have been photographed by the examiners, it would be interesting to have a sketch of the examiners, as representatives of the male sex generally, from the point of view of the ladies who were examined. We should probably find

men described as hard, pedantic, and unimaginative; always in a fuss and hurry, and disposed to cry that time is up, although there is plenty of time to spare; and given over to a superstitious worship of mere rules and technical formalities. It would also be pointed out that man, with all his professed anxiety to make the most of time, often wasted it shamefully in asking for reasons when no reasons were necessary, and at carping at particular expressions, although all the while he knew very well what people meant; and that, with all his boasted logic, he has never mastered that elementary and useful proposition, "It is because it is." It might further be remarked that, according to the ancient saying, Minerva had no sooner started on a journey than she arrived at her destination, and that women had no reason to be ashamed of resembling so respectable a goddess in the rapidity of their mental flight. If women are sometimes too quick, men are dreadfully slow and plodding, and women often attain by intuition to what men, with all their laborious logic, fail to reach. This would certainly be a good subject for the next exercises in English composition which are required to be written by the ladies for the Cambridge Syndicate.

—Every Saturday.

#### THE ANCIENT LIFE OF THE WEST.

We give from a review of the Hayden Expedition by Dr. F. O. Hayden, the following extracts:

Ever since its formation, constant changes have been taking place on the earth's surface. Oceans and mountains have disappeared, and in due time others have taken their place. Entire groups of animal and vegetable life have passed away, and new forms have come into existence, through a series of years, of whose numbers no finite mind can form a conception. To enable us to acquire a knowledge of the physical condition of our planet during all these past ages, is the highest end to be attained by the study of geological facts. It has been well said by an eloquent historian, that he who calls the past back again into being enjoys a bliss like that of creating.

For the past twenty years or more the various expeditions to the far West have been accumulating the materials which will enable the geologist to reconstruct the physical history of these now barren, treeless plains. Numerous cemeteries of the ancient inhabitants have been discovered, whose remains have been more or less disintegrated by the action of the elements. It is now known that a vast chain of fresh water lakes covered the surface of this continent to a greater or less extent, from the Mississippi to the Pacific coast, and from the Arctic Sea to Mexico. Some of these lakes were of enormous size. The great ancient lake basin, known as *Mauvais Terres*, or the "Bad Lands," covered a large portion of Nebraska, Dakota, and Colorado, an area of 100,000 to 150,000 square miles. As far back as 1853, the

writer visited one of these far-famed bone deposits, on the White Earth river, in Dakota, near the north-eastern base of the Black Hills. It is one of the wildest and most desolate regions on this continent. It has been very appropriately named by the Dakota Indians, *Má Ko Séetcha*, or "Bad Lands," which signifies a very difficult country to travel over; not only from the ruggedness of the surface, but also from the absence of any good water, and the small supply of wood and game. It is only to the geologist that this place can have any permanent attractions. He wends his way through its wonderful cañons among some of the grandest ruins in the world. It resembles, indeed, a gigantic city fallen to decay. Houses, towers, minarets, and spires may apparently be seen on every side. These fantastic piles assume the greatest variety of shapes when viewed in the distance, and not unfrequently the rising or the setting sun lights up these grand old ruins with a wild, strange beauty. In the summer the sun pours its rays on the bare white walls, which reflect them on the weary traveler with a double intensity, not only oppressing him with the heat, but so dazzling his eyes that he is not unfrequently affected with temporary blindness. It is at the foot of these ruins that the fossil treasures are found. In the lower strata we find the teeth and jaws of a hyopotamus, a river horse much like the hippopotamus, which must have lived in the marshes that bordered this lake. Here too the titanotherium, a gigantic pachyderm, was associated with a species of hornless rhinoceros. Higher up in some of these lake sediments thousands of turtles were imbedded, and are preserved to the present time with surprising perfection, their harder portions being as complete as when the animals were swimming about in the tertiary waters, hundreds of thousands of years ago. They vary in size from an inch or two across the back, to three or four feet. Associated with the remains of turtles are those of ruminants, all belonging to extinct genera, and possessing peculiar characters which ally them to the deer or hog. Indeed, Dr. Leidy calls them ruminating hogs. Like the domestic species they were provided with cutting teeth, and canines, but the grinding teeth are constructed after the same pattern as those of all living ruminants. The feet of these animals were provided with four toes, and none of them possessed horns or antlers. They appear to have existed in immense numbers, and to have lived in great herds like the bison of the West. Remains of more than seven hundred individuals of one species have been already studied and described by Dr. Leidy. Their enemies were numerous; among them were wolves, hyænodons, and saber toothed tigers.

In the summer of 1857, while the writer was attached to the exploring expedition under the command of Lieut. Warren, he discovered on the Niobrara River another of these remarkable grave-yards, in which was entombed a fauna closely allied to, yet entirely distinct from that on White River, and plainly intermediate between that

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The pachyderms, or thick-skinned animals, were very numerous, and are of the greatest interest, from the fact that none of them are living on this continent at the present time. Five species of rhinoceros are found; a mastodon, an elephant, and numerous forms allied to the domestic hog, varying in size from that of the African hippopotamus down to that of the domestic cat. From the discovery of this group of extinct animals we may draw the inference that Nebraska and Dakota were the homes of a race closely allied to those inhabiting Asia and Africa at the present time. From their characteristics we are led to believe that the climate during that period was considerably warmer than it is now. The inference is also drawn that America, instead of being as it is usually called, the "New World," is really older than the Eastern Hemisphere.

The discoveries in Kansas and Wyoming are still more wonderful. During the past summer Professor Cope has occupied considerable time, under the auspices of the survey, in exploring another of these wonderful graveyards of a long past period, from which he has taken the osseous remains of more than one hundred species, more nearly resembling those of White and Niobrara rivers, but most of them specifically distinct. At least 70 species are new to science, ranging from the size of the mole, nearly to that of the elephant; 16 species only are reptiles.

Many forms of the insectivorous animals related to the mole, and of very small size, have been procured. The delicacy and minuteness of these fossils is surprising. Gnawing animals, or rodents, left numerous remains of eighteen species, some not larger than the domestic mouse. Some were the predecessors of the rabbits, others of squirrels, and others of mice. Of clover-footed quadrupeds a great many species have been found. Some were nearly intermediate between the deer and the hog in structure. Like the latter, they had no horns. They were about as large as sheep. Others were about the size of gray squirrels, being the smallest of this class of animals ever discovered. Sev-

the highest circles this passion for color, or perhaps we should say for something else than prose, in conversation has led to the use of a very astonishing vocabulary; but only a Cambridge examiner is capable of telling a lady to her face that she is flippant and talks slang. The passage, however, in these reports which will probably be most bitterly resented is that in which proficiency in arithmetic is ascribed to women. It will be understood at once that this is only another way of saying that, if women are fit for nothing else, at least they can keep a correct account of housekeeping expenses. It revives at least one part of the old imputation that their natural mission is "to suckle fools and chronicle small beer," although it is well known that no greater insult can nowadays be paid to a young lady than to suggest that she possesses even in the most trifling degree and shadowy form, any of the qualities of a competent housewife.

Altogether this seems to us a very scandalous production. It has been printed by the *Times* as a genuine document, and names are appended to it which are certainly the names of gentlemen who are known in Cambridge. So we suppose it must be accepted as authentic. It will no doubt be taken up by the sex against which it is directed, and we shall hear what is thought of it. The object of the authors of this academical lampoon appears to have been to throw into an official form a consensus of the traditional foibles of women, under the pretense of giving the results of recent examinations. Some of them are, perhaps, married men, and they may have enjoyed a malicious but shabby satisfaction in giving vent to remarks which had occurred to them in the course of domestic conversation, but which they deemed it more prudent to suppress. "My darling, I do not dispute your facts, but you show great weakness in applying them," or "I do wish you would avoid fluency of expression," or "When you begin to say just a single word on one subject, why on earth do you start off into a thousand words upon another subject which has no possible connection with it?" "You know, dearest, how I hate flippancy and slang," or "It's really hopeless trying to get a clear statement from a lady, or expecting her to be logical"—these and other expressions in the Reports have certainly a strong flavor of conjugal controversy, and perhaps the examiners may feel relieved in having at last found an opportunity of speaking their minds freely. But after all it is rather hard on the innocent victims, and it is a pity they cannot have their revenge. In the old fable the lion observed that, if the picture of one of his species lying in the toils of the hunter had been painted by a lion, the man would have been on the ground and the lion on the top of him. Now that the women have been photographed by the examiners, it would be interesting to have a sketch of the examiners, as representatives of the male sex generally, from the point of view of the ladies who were examined. We should probably find

men described as hard, pedantic, and unimaginative; always in a fuss and hurry, and disposed to cry that time is up, although there is plenty of time to spare; and given over to a superstitious worship of mere rules and technical formalities. It would also be pointed out that man, with all his professed anxiety to make the most of time, often wasted it shamefully in asking for reasons when no reasons were necessary, and at carping at particular expressions, although all the while he knew very well what people meant; and that, with all his boasted logic, he has never mastered that elementary and useful proposition, "It is because it is." It might further be remarked that, according to the ancient saying, Minerva had no sooner started on a journey than she arrived at her destination, and that women had no reason to be ashamed of resembling so respectable a goddess in the rapidity of their mental flight. If women are sometimes too quick, men are dreadfully slow and plodding, and women often attain by intuition to what men, with all their laborious logic, fail to reach. This would certainly be a good subject for the next exercises in English composition which are required to be written by the ladies for the Cambridge Syndicate.

—Every Saturday.

#### THE ANCIENT LIFE OF THE WEST.

We give from a review of the Hayden Expedition by Dr. F. O. Hayden, the following extracts:

Ever since its formation, constant changes have been taking place on the earth's surface. Oceans and mountains have disappeared, and in due time others have taken their place. Entire groups of animal and vegetable life have passed away, and new forms have come into existence, through a series of years, of whose numbers no finite mind can form a conception. To enable us to acquire a knowledge of the physical condition of our planet during all these past ages, is the highest end to be attained by the study of geological facts. It has been well said by an eloquent historian, that he who calls the past back again into being enjoys a bliss like that of creating.

For the past twenty years or more the various expeditions to the far West have been accumulating the materials which will enable the geologist to reconstruct the physical history of these now barren, treeless plains. Numerous cemeteries of the ancient inhabitants have been discovered, whose remains have been more or less disinterred by the action of the elements. It is now known that a vast chain of fresh water lakes covered the surface of this continent to a greater or less extent, from the Mississippi to the Pacific coast, and from the Arctic Sea to Mexico. Some of these lakes were of enormous size. The great ancient lake basin, known as *Mauvais Terres*, or the "Bad Lands," covered a large portion of Nebraska, Dakota, and Colorado, an area of 100,000 to 150,000 square miles. As far back as 1853, the



writer visited one of these far-famed bone deposits, on the White Earth river, in Dakota, near the north-eastern base of the Black Hills. It is one of the wildest and most desolate regions on this continent. It has been very appropriately named by the Dakota Indians, *Má Ko Séetcha*, or "Bad Lands," which signifies a very difficult country to travel over; not only from the ruggedness of the surface, but also from the absence of any good water, and the small supply of wood and game. It is only to the geologist that this place can have any permanent attractions. He wends his way through its wonderful cañons among some of the grandest ruins in the world. It resembles, indeed, a gigantic city fallen to decay. Houses, towers, minarets, and spires may apparently be seen on every side. These fantastic piles assume the greatest variety of shapes when viewed in the distance, and not unfrequently the rising or the setting sun lights up these grand old ruins with a wild, strange beauty. In the summer the sun pours its rays on the bare white walls, which reflect them on the weary traveler with a double intensity, not only oppressing him with the heat, but so dazzling his eyes that he is not unfrequently affected with temporary blindness. It is at the foot of these ruins that the fossil treasures are found. In the lower strata we find the teeth and jaws of a hypopotamus, a river horse much like the hippopotamus, which must have lived in the marshes that bordered this lake. Here too the titanotherium, a gigantic pachyderm, was associated with a species of hornless rhinoceros. Higher up in some of these lake sediments thousands of turtles were imbedded, and are preserved to the present time with surprising perfection, their harder portions being as complete as when the animals were swimming about in the tertiary waters, hundreds of thousands of years ago. They vary in size from an inch or two across the back, to three or four feet. Associated with the remains of turtles are those of ruminants, all belonging to extinct genera, and possessing peculiar characters which ally them to the deer or hog. Indeed, Dr. Leidy calls them ruminating hogs. Like the domestic species they were provided with cutting teeth, and canines, but the grinding teeth are constructed after the same pattern as those of all living ruminants. The feet of these animals were provided with four toes, and none of them possessed horns or antlers. They appear to have existed in immense numbers, and to have lived in great herds like the bison of the West. Remains of more than seven hundred individuals of one species have been already studied and described by Dr. Leidy. Their enemies were numerous; among them were wolves, hyænodons, and saber toothed tigers.

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eral species of horses were living about the same period ; their bones and teeth are found in abundance. The rhinoceros abounded in Colorado in former days, no less than seven species having been procured by Professor Cope. One of the specimens is a perfect skull, with teeth complete, and covered with the moss-like crystallization seen in the moss-agate. But the most remarkable monsters of the past, whose existence has been disclosed by the present survey, are a series of horned species related to the rhinoceros, but possessing some features in which, according to Professor Cope, they resemble the elephant. They stood high on the legs and had short feet, but possessed osseous horns in pairs on different parts of the head.

#### THE DAWN OF ANIMAL LIFE.

Prof. J. W. Dawson lectured Saturday evening, Dec. 20, at the Cooper Union, New York, on "The Dawn of Animal Life," illustrating his subject by means of diagrams hung at the back of the platform, picturing animal life in its earliest formations.

Professor Dawson began by making a few terse statements about the chronology of the earth and its geological classification, assuming that not all of his audience were informed as to these matters. The first was a science, and the only science which intimated the beginning of all things. The history of the earth showed that all the animals and plants now known in the world are of recent date, and were preceded by others, and these again by others, so that successive dynasties of life have reigned upon this planet from one period of history to another, and it was the same with the physical formation.

It is a natural question, Why is it that geology shows no trace of a beginning or an end? but the explanation of it was that in all the lapse of geological time changes have been going on according to uniform and definite laws, as a building proceeds, changing in appearance from day to day, and yet, according to a fixed and definite plan, laid down at the very beginning, geology cannot carry us back to the beginning of this building, but it takes us back to the series of beds of hard crystalline rock. But the rocks which we know from their structure and from a comparison with the rocks that we know in modern times were once deposited at the bottom of the sea, and therefore at the furthest back period we have simply ocean with land bordering that and sediments in that ocean, and those sediments now hardened and crystallized but still made of the same common clay as the others that preceded them, are the American continent. There are vast quantities of these eozoic rocks here in the State of New York, the Adirondack mountains, and some along the Atlantic coast. We have, therefore, large quantities of the very oldest rocks that we know of in any form. If it were asked what we know older than those rocks, he would

say geology knows nothing older. We may speculate upon a time before the old Laurentian time, but geology knows nothing of it ; we may speculate of a still older time, when the heated earth was encircled with great masses of vapors, but geology knows nothing of that ; we may go back of that to a time when the earth was a mere formless void, but geology knows nothing of that. And so, for the purposes of the present lectures, it was sufficient to go to the Laurentian rocks, and these oldest of all rocks actually contain what we regard as traces of animal life, and so there seems to have been animals living as far back as geology allows us to go. Before any actual traces of animal life were found in these rocks, some geologists ventured on the probability that these old rocks might contain such traces. In the first place there were extensive beds of limestone in these rocks. Now in the more recent geological formations, limestone is generally produced by the action of animals, and if there were no animal life in the Laurentian period, how did it happen that these extensive beds of limestone were found? There were also found large beds of carbon, and we know that that is the remains of plants ; and we have cases where coal has actually been changed into graphite or black lead, and in the Laurentian rocks it is found as graphite. Again, great beds of iron ore have been found in these rocks, and we attribute that to the indirect chemical action of vegetable matter ; so when we find limestone, carbon, and iron ore existing in these Laurentian rocks, arranged in the same way as we find them in modern rocks where animal life is known, it is natural that we should suppose that animal life had been there. But the time came when the speculations were to a certain extent verified. In 1858 some specimens were found which seemed to indicate some kind of fossil, and in 1865 there were some specimens discovered better preserved, and which under the microscope gave certain indications of fossil remains ; and the evidence of the microscope is the best of evidence. And so we ventured to go before the world and say we had discovered animal life in the Laurentian rocks.

The lecturer explained by diagrams the appearance of this life, termed *eoazon*, which was found in fresh water and in the ocean, their microscopical size yet capable of developing a wondrously beautiful and complex shell, their abundance at the bottom of the sea, 90 per cent of whose mud was composed of these minute animals. The next forms of life to the *eoazon* were the trilobite, and after explaining minutely the appearance of this variety of life the lecture was summed up in the following statements :

*First*, If the *eoazon* is not the oldest, it is as old as any animal life that we are likely to find by the aid of geology.

*Secondly*, If the *eoazon* is considered as the beginning of animal life it corresponds to that law of introduction of animal forms which seems to have prevailed

from the first, viz.: that every form appears first in its best and highest condition—because the eozone is a giant, the head of its tribe, as the trilobite was the head of its tribe. So, as the different creatures have come into the world they have come in their highest and grandest forms.

*Thirdly*, That many forms of the same group spring into being at once, or very nearly at the same time.

*Fourthly*, That new forms appear rapidly to attain their maximum in distribution, in space, and in variety, then become stationary, and at last begin to recede.

*Fifthly*, That the progress of life was dependent not so much in any modification of old forms as in the introduction of newer and higher ones. —N. Y. Tribune.

THE MOTHER OF AGASSIZ, AS SEEN IN HER SWISS HOME BY PROF. SILLIMAN IN 1851.—Although it was raining, our new friends took us a considerable distance to the residence of this venerable lady in the family of her son. She made her appearance, and although nearly four score, her healthful person was erect, tall, and dignified, while her animated and warm address placed us instantly at ease. Madame Francillon had sent before us her brother's introductory note by her little son, a lad of ten years; grandma had mislaid her spectacles and could not read the note; she said, however, that her young grandson was a faithful commissioner, and told her that two American gentlemen and a lady were coming, in a few minutes, to see her, and she felt at once convinced that they were friends of her son Louis. As soon as we explained to her our intimacy with him—that he had been often a guest in our families—that we had the pleasure of knowing his interesting American wife—and when we added a friendly notice of her son's domestic happiness and of his high standing and success in his adopted country, her strong frame was agitated, her voice trembled with emotion, and the flowing tears told the story of a mother's heart, not yet chilled by age. A beautiful group of lovely grandchildren was gathered around to see and hear the strangers from a far-distant land, beyond the great ocean. When we inquired of Madame Agassiz her entire number of grandchildren, she replied fifteen; and when she was informed that my whole number exceeded hers, she was both amused and surprised, and a smile of sympathy succeeded to tears; for she had considered me—from my being still an active traveler—a younger man than I am. She is the widow of a Protestant clergyman, who was the father of Agassiz. She has a vigorous mind, speaks with great spirit, and is a mother worthy of such a son. She was grieved when she heard that our stay was very brief, and would hardly be denied that we should become guests at her house; or, at least, that the senior of the party should accept her hospitality. The next morning she came, walking alone, a long distance in the rain, to bid us farewell, and parted, evidently with deep emotion, and not concealed, for we

had brought the image of her favorite son near to her mental vision again. She brought for Mrs. S. a little bouquet of pansies, and bid us tell her son her *pensees* were all for him.

THE WOMAN'S COLLEGE AT NORTHAMPTON.—The plan adopted by President Clarke Seelye and his associates for the new Smith college for women at Northampton was made by architects Peabody & Stearns of Boston, and is of the style called secular Gothic, is only two stories high, and has a beautiful tower, from the summit of which one of the most charming views in the country can be obtained. On the ground floor are two spacious lecture rooms for experiments in physics and chemistry; an apparatus room, a large laboratory, three recitation rooms, dressing and reading rooms with conservatories, and also rooms for janitor, porters, and treasurer. The chemical rooms are so arranged in a wing that they can be entirely shut off from the main building, and thus prevent offensive odors from troubling other rooms. On the second floor are a large social hall so connected by folding doors with a recitation room that both can be thrown together whenever needed, and thus accommodate between 300 and 400 persons; three other recitation rooms, rooms for the president and the physician; a boudoir or reception room; and a spacious room for art gallery, atelier, and cabinets. There is also opportunity, if desired, of finishing off pleasant rooms in the attic for cabinets and ateliers, although, we understand, it is the purpose of the trustees eventually to erect a separate building for that purpose. This edifice is to be purely for academic and social purposes; it being intended to group around it cottages in which the young ladies may find suitable homes; and it being situated so near the center of the town that young ladies can find convenient accommodation in private families if desired. The building is to be built of brick, with stone trimmings, to be finished tastefully in natural woods, and to be completed when the college opens in September, 1875.

IRON AND STEEL PRODUCTION IN THE UNITED STATES.—From the recently published statistical report of the Secretary of the American Iron and Steel Association, we obtain the following information concerning this subject, which cannot fail to be read with interest.

There were produced in the United States in 1872, about 32,000 net tons of cast steel, and in 1873 there will be produced about 28,000 tons. In 1871 there were converted 45,000 net tons of Bessemer steel; in 1872, 110,500 tons; and in 1873 there will be converted 140,000 tons. About 85 per cent. of the Bessemer steel that is now converted in American works, passes into rails.

The total quantity of pig metal converted in this country by the pneumatic process, in the year 1872, was 125,361 gross tons. During the first nine months of



1873, the total quantity converted was 127,384 tons.

The production of steel, in the United States, by the Siemens-Martin processes aggregated only a few thousand tons in 1872. The business was confined to seven establishments. As this quality of steel cannot be so cheaply produced as Bessemer steel, it is difficult to estimate the extent to which its production will be carried in future years, but we hear of one new enterprise in its manufacture, having been inaugurated this year.

Bessemer works, for the conversion of steel and the rolling of rails, are now in operation at the following places, viz: Troy, N. Y.; Johnstown, Pa.; Harrisburg, Pa.; Bethlehem, Pa.; Newburg, Ohio; Chicago, Illinois (two separate establishments); and Joliet, Illinois. The Pennsylvania steel works, at Harrisburg, are building a new plant, to be completed in 1874, which will double their present capacity. The Edgar Thompson steel works, near Pittsburg, Pa., are in course of erection, and, it is expected, will be finished in 1874.

The total capacity of the eight Bessemer steel works now in operation is about 170,000 net tons of rails; to which add Edgar Thompson, and the new plant at the Pennsylvania steel works, and the total capacity of these works in the United States, at the close of 1874, may be placed at 224,000 net tons of rails.

The following is a summary, in net tons, of the ascertained and estimated production of iron and steel in the United States, in 1872 and 1873:—

	1872.	1873.
Iron and steel rails,	941,992	850,000
Other rolled and hammered iron,	1,000,000	980,000
Forges and bloomeries,	58,000	50,000
Cast steel,	32,000	28,000
Bessemer steel,	110,500	140,000
Siemens-Martin steel,	3,000	3,500
Pig iron,	2,830,070	2,695,434

—Journal Franklin Institute.

CAPTAIN POTTER, of the U. S. whaler *Glacier*, we learn from *La Nature*, says that he has discovered some relics of the Franklin Expedition in the Polar regions. Captain Potter left New Bedford, Mass., on July 19, 1871, and remained absent twenty-six months, most of which time he spent in the neighborhood of the place where Franklin and his companions abandoned their vessels. At Repulse Bay a party of Esquimaux came to trade with Captain Potter. He was considerably surprised to see them offering in exchange for culinary utensils, part of a table-service of silver, which they declared belonged to the appointments of Franklin. There are two large table spoons, two large four-pronged forks, an ordinary tea-spoon, and sugar-spoon. All these articles are of old fashioned make. The natives assert that after having quitted their ships, Sir John and his companions separated into two bands, one of which took the direction of the Red River, and the other made for the territory of the Hudson's Bay Company. They say also that Sir John and his companions died solely from natural causes, and Captain Potter believes they speak the truth.

## THE CONN. SCHOOL JOURNAL.

*Office, No. 7 Insurance Building, opposite Park.*

NEW HAVEN, CONN., FEBRUARY, 1874.

### EDITORIAL.

IN common with our fellow teachers of the State, we are stricken with grief at the death of Samuel M. Capron. We have enjoyed his acquaintance ever since he entered on his second college year; from the first to the last, we have found in him an extraordinary uniformity of the rarest qualities. He was ever the same calm, scholarly, gentle, winning, popular man, gentle as a lamb in any matter of self assertion, yet bold as a lion to stand by duty and right; apparently diffident, yet in reality so decided and firm that he proved a masterly organizer; a copious yet very careful and retentive reader; having very sharply defined views of his own, yet liberal to those of others; a thoroughly alive and growing man; and best of all, one of those pure, true, earnest Christians, for whom the irreligious world has never a scoff, but the most profound respect. The entire city of Hartford is touched by sorrow at his death. It is a rare thing for a teacher to have such a universal hold upon the affections and respect of an entire community. But it is as it should be. The teacher should be far more frequently than is now the case, a leading power in the community. Those teachers who have not the advantage of such distinguished powers of the mind as the late eminent Principal of the Hartford High School, can at least imitate him in those qualities of the heart which went far toward gaining for him a whole city—and, indeed, though in a less exact sense, a whole State—for his friend.

A TEACHER is hardly worthy of the name who pursues only the studies which he intends to teach; or one whose limits in any particular branch of his instructions are found in the schoolroom text-book which he is using. A narrow education leaves the teacher a slave to the text in hand, and a hopeless, life-long captive between close walls. With a generous breadth of culture he finds himself walking through pleasure-grounds with his pupils.

We once heard a very eminent musician say to a pupil, whom he was drilling on some very high notes on the flute: "You will probably never have

occasion to use these higher notes in any musical pieces that you will be likely to play. Yet be always practising them, and at least aiming at their attainment; then you will gain fluency on the ordinary notes, which will seem easy in comparison. But if the notes in ordinary use are your highest aim, they will seem to you more difficult than they are, and you will always render them indifferently." The soundest of sound sense when applied to every department of teachers' work. Be ever striking for the higher notes, if you hope to acquire a true tone in the lower.

WE lately suggested the propriety of some provision being made for disabled teachers. Our much respected cotemporary, the *Massachusetts Teacher*, remonstrates against the idea, on grounds set forth sufficiently in the following closing sentence:

"Let us not have teachers, as a class, placed upon the list of paupers. Above all, let every TEACHERS' JOURNAL endeavor to raise the profession to the highest point of perfection and activity, instead of countenancing the idea of our being objects of charity. We earn our money, pay our bills, and lay by something, or we are unworthy of place in the ranks."

It may not be best to make the provision suggested, but it should take arguments of far more fairness and depth than the above, to put the question aside. Of course we neither expressed, nor had any thought of "placing teachers, as a class, upon the list of paupers." We proposed, simply, to provide aid for those who actually are in a disabled condition. We don't propose to bring them into any such condition, nor to encourage them one iota to come into such a condition; but the fact is, that there *are* such, and always will be. Teachers, like the editor of the *Massachusetts Teacher*, who are earning fair salaries may find it very easy to talk of "laying by something or being unworthy a place in the ranks," but facts show that this is not to be expected of all good teachers. In every profession there are those worthy of a place and a support who are disabled and needy, and no invidious slur should depreciate their worth. It is not the time for honorable kicking at a lion when he is sick. We knew once one of the greatest theological professors in New England, whose eloquent voice and keen logic had made him welcome to every pulpit in the land, yet who, worthy as he was to stand in the ranks, was left to the charity of kind friends—who supported gladly his declining years. It would have been, now, just a nice thing to have told the good old man that he should have earned some-

thing and laid up for his old age, but as he didn't think to do so that, he might—*die* rather than expect help.

The fact is that some of the very ablest men and women are deficient in the faculty of laying by for the future; also that the most careful savings may suddenly vanish by the collapsing of some bank; and again, that chronic disease may lay one by before much saving has been effected. In such cases we have worthy objects in our own profession on which to expend tenderly, delicately, and judiciously our charity—if we have any.

WE had counted on the pleasure of giving our readers this year some contributions from the ripe experience of Mr. Samuel M. Capron. Only a few days before his last sickness he wrote us a letter of most cordial sympathy in our editorial work, and spoke of his intention of preparing something soon for our pages. This is a loss much to be regretted, and we can only hope that some of the results of his long experience may yet be given us by those of his fellow-workers who may have gathered gleanings from his extensive field-work.

WHILE we are happy to present Miss Freeman's article in this number, as an able contribution on one side of the question, we are not to be held as endorsing its views, particularly as to the expediency of the enforced study of the Bible as a classic in public schools.

## ANNALS OF EDUCATION.

### STATE NORMAL SCHOOL, NEW BRITAIN.—GRADUATION OF FIRST CLASS OF 1874.—

The usual ceremonies attendant upon sending forth a new class equipped for the field, took place at the State Normal School on Thursday and Friday, January 22 and 23. As but a limited number of the graduating class can be privileged to speak on the occasion of the conferring of diplomas, it has been thought best to give a natural vent to the pent up enthusiasm of the excluded ones, by allowing them to do their best at entertaining the public on the preceding evening. For this purpose an overflowing audience was gathered at Union Hall on Thursday evening at 7.30 o'clock. The proceedings being less formal and more inclined to hilarity than those of the following day were, doubtless, proportionately more popular.

At the appointed time, the singers of the School, comprising the large majority, formed upon the stage and rendered a spirited chorus. The rest of the programme was as follows: "Sculpture," by Mary G. Clark, Niantic; "Pupilage," by Lottie E. Adams, Wethersfield; "Chronicles," by Flora H. Lucas, Chicopee Falls, Mass.; "Wayside Springs," by Louise H. Dowd, Wallingford; "What Waits Beyond," by Ella M. Forbes, Fair Haven; "Prophecies," by Mary G. Clark, Niantic; "The Hand on the Latch," by Carrie L. Cooke, Warehouse Point; "A Colloquy," composed by Miss Annie L. Ashton, of Waterbury, of the graduating class, and rendered by her with the assistance of Misses E. M. Forbes, F. H. Lucas, E. Merrill, M. C. Cowles, C. L. Cooke, J. Avery, E. E. Beardslee, L. E. Adams, L. H. Dowd, M. G. Clark, and Messrs. F. Guild, J. M. Fox, and C. M. Ely, all of the same class.

Of the essays, while all were most creditable, those of Misses Clarke and Cooke deserve especial mention for excellence both of matter and delivery. The Prophecies had been assigned to Miss Florence E. Colton, of Collinsville, but in her absence (by reason of sickness) Miss Clarke proved an admirable substitute.

The Colloquy was an ingenious production, reflecting much credit on its author, and being well spoken called forth much applause from the audience.

The morning of Friday was occupied with examination of classes in the following order: Geography, by Miss Celeste E. Bush; Mineralogy, by W. B. Dwight; Vocal Music, by Miss Emma M. Goldthwaite; Psychology, by Principal I. N. Carleton; Gymnastics, by W. B. Dwight, assisted by Miss Goldthwaite; Algebra, by Miss Ella J. Gibbs; Elocution, by Prof. R. G. Hibbard; Drawing, by Miss Celestia D. Browning. The pupils acquitted themselves with the usual proficiency, and in some respects these exercises proved to be even more interesting than on previous occasions.

On Friday afternoon, at 2 o'clock, a fine audience was collected in the Baptist church, which is finely adapted to such occasions. On the platform, and in the choir seats contiguous, were seated besides the Principal, Governor Ingersoll, President Jackson, of Trinity College, Hon. B. G. Northrop, Hon. A. D. Stone, Superintendent of Schools, Springfield, Mass., Rev. A. D. Mayo, D.D., of the same place, long distinguished as an educator, Mr. D. N. Camp, Mr. Charles Northend, Rev. E. H. Pratt, and most of the clergy of New Britain.

Judge Carpenter, Hon. Giles Potter, and Professor Thacher, who were present in the morning, left in the noon train. The stage was handsomely decorated by flowers furnished by the undergraduates as a token of affection to their departing comrades.

After the introductory prayer by President Jackson, the exercises were continued as follows: "The Story of Liberty," by Frank E. Guild, New Britain; "Help Somewhere," by Jerusha Avery, Groton; "International Expositions," by Clarence M. Ely, Harwinton; "Graphic Art," by Mary C. Cowles, Norfolk; "Daybreak," by Ellen Merrill, Norwalk; "Reserved Forces," by Ella E. Beardslee, Pequabuck; "The End in Education," with Valedictories, by J. Milton Fox, Salem. Mr. Nathan C. Billings, who was to have given an essay on "Life a Poem," was prevented by sickness from being present. Just before the Valedictory, a chorus was sung by the school.

The essays were commendable for their composition and for the spirited manner of delivery. The Valedictory was exceedingly well rendered, and by one of the distinguished guests was pronounced worthy to have been a college valedictory.

Miss Merrill was remarkably acceptable to the audience, exhibiting the self-poise of true culture.

Miss Cowles, Miss Ashton, and Miss Beardslee also won commendation, which was well earned.

The Senior class then rose to receive their diplomas from the hands of Governor Ingersoll, who performed this ceremony with the following appropriate remarks:

"I believe it has been customary, and certainly most becoming, that before you leave this school some one on the behalf of this State, under whose patronage you have been, should present you with the testimonials of your abilities and fitness. This duty has devolved on me, and I accept it with the greatest satisfaction. Of course what I have here seen this afternoon can give me but a very incomplete idea of what you have accomplished at the school; at the same time it has impressed me with a thought—it has confirmed a thought with which I was impressed at your exercises last summer—that the great attention, the most commendable attention, has been given to what I regard as the great achievement of a common school education—a proficiency in the use of the English language. To write good English, to speak, enunciate and use good English, with taste and skill, is in my judgment one of the greatest personal accomplishments that can be attained and which ends only in the other life. Now-a-days it seems that the province of the teacher is not merely to impart knowledge. Knowledge comes to us in a multitude of ways, in such a full measure, that we hardly



know what to do with it. The daily newspaper, for instance, the semi-daily newspaper, with its hourly editions, which ransacks every quarter of the globe and piles the store of human history with something new, something we did not know before—that is but an instance of the multitudinous means by which ideas are communicated. It was not known in the last century. How to use, to digest, to profit by that seems to me the great object of education. It can be accomplished best by discipline, by discrimination, which comes from a studious familiarity of our tongue. I have been led into this line of thought by what I consider the excellence of the exercises this afternoon. It adds nothing to what these diplomas will confer. I now present them to you with my best wishes for your success in the vocation, you have chosen and also for your personal prosperity."

After the presentation of the diplomas the parting ode was sung with much feeling. It was composed by Miss Ella F. Beardsley of the graduating class, and may be found on the first page of this number.

Professor Carleton now passed over the charge of the exercises into the hands of the Governor. President Jackson was invited to address the audience, and we will give a very condensed statement of his remarks and of the speeches which followed. He said:

"I heartily agree with what has already been said. I think you can judge much of the culture of persons by the thoughts, the expression of their minds, which you hear them utter—even in hotels, in cars, and in other places of transient meeting. I have been very highly gratified by what I have heard here this afternoon—in the manner in which the essays have been written, and in the style of delivery. If I were to select one accomplishment out of all that a gentlemen or lady could acquire, I should select a knowledge of my own language, of the best way of expressing myself; and when I once had the honor of pronouncing an address at the commencement of the Normal School, I chose as my subject 'The English Language,' the study of my life. I would say a word especially to those who are about to teach. You will meet many trials and discouragements, yet do not allow any of these to make you think less well of your kind, to contract your sympathies; to this end, do not expect too much of everybody; do not see all that is to be seen; have reserved force at command. Early I was led to see the weakness of passion, the necessity of self-control. To govern others, first govern yourself. You may not be able to always control your feelings, but you can control the expression of them. Never act hastily. Do not allow anything that may occur to contract the circle of your sympathies, but so deal with others that this circle may be widening during all the career of your life."

At this point Governor Ingersoll left the exercises in charge of Hon. B. G. Northrop, who called out Rev. A. D. Mayo, formerly of Cincinnati, Ohio, now resident at Springfield, Mass. He made an address most admirable for its vivacity, humor, wholesome advice, and aptness to the occasion, of which its abstract, to which we are limited, gives but a meagre idea. He said:

"Young ladies, including the young gentlemen:—I sat a few weeks ago in a schoolroom to witness the exercises of a young graduate of a good training school. I saw very soon that she had a good deal of culture, that she was well up in the learning of the schools, and had much of that sprightliness which accompanies intellectual culture. Also that she was faithfully trying on these little children the methods learned at the Normal school. But it was soon evident that something was coming up to disturb the equilibrium of the work, something that the teacher evidently recognized and feared, as she would exclaim from time to time, 'Oh, Timmy!' It was nothing very noticeable at first—only like the disturbing of the calm surface of the ocean by the successive rolls of a porpoise. Yet it increased in its annoyance until, 'Oh, Timmy, do be still!' was kept up like the refrain of an old song. Now Timmy was a young scion of an old Irish stock, impulsive, reckless, ragged, and wild. The teacher's method did not make much headway with him, and in all her work the troubled undercurrent of her thoughts was constantly on Timmy, who was the master of the situation and of his teacher. Why was Timmy permitted by Providence to be there to upset the whole order of the schoolroom? Simply to teach that young instructor what Normal schools and Pestalozzian methods could not teach her—executive womanhood. Her object-lessons were all torn to pieces—Timmy was the great 'object' of the hour. He wasn't a descendant of

"Young Timothy,  
Who made all sin to fly."

Timmy didn't want to make all sin to fly. He was sent to be a normal and a spiritual help to that girl; and if she has true womanhood in her, she will find him the most useful instructor of her life. She will go around to consult with friends, to find some good old grandmother, who will put her on the right track, and before the year is out she will have Timmy on hook and line. You are now as teachers about to enter upon this practice to see if you have true womanhood behind your rhetoric and fine English; and you have in your favor all the traditions of noble executive womanhood characteristic of Connecticut, for which she is known even in the far west. I know just how you will feel when Timmy heaves in sight, as he certainly will; I know the sighs and tears that will follow; but make it a matter of special study and determination, use your best good sense, consult with good men and women in your neigh-

borhood, and, as the common expression is, 'go for' Timmy; you will soon conquer him and be the power that you should be in your own schoolroom for all coming days."

Hon. A. P. Stone then spoke somewhat as follows:

"You have been told of the cares, anxiety, and vexation which you have to expect. Yet there will be much for you to enjoy. There will be many opportunities for you to do good, and if you do not draw satisfaction from your work it will be your own fault. I take it for granted that you will teach not for ten nor for forty dollars a week, but for love; and if the day should ever arrive when you do not want to teach, but do it for any mere motive of convenience, my advice to you would be to let it alone at once. The first preparation for the teacher is good, strong common sense. It is doubtful whether you will ever have occasion actually to teach the psychology which you have studied here; yet the first day you teach you will be using your psychology. Your pupils will be studying your character, and you theirs. Children are wonderful discerners of character: you can never deceive them long. Do not forget your alma mater; be earnest in making every needed improvement in your teaching. Let this school, the teachers, and the pupils see you often, and get your friends to give it their good will and hearty patronage."

Prof. D. N. Camp then said:—If we come like little children to learn the lessons of the day and of life, we shall best be able to do our work. From the illustrations we have had of this class, we of New Britain have reason to believe that we have had those among us who are ready to do a good work for the State, and who will go forth with assurance of success. My prayer for you is that the blessing of God, and the co-operation of friends and your own hearty exertions, may enable you to honor the profession you have chosen.

Rev. E. H. Pratt, of Woodstock, being called upon, said:—Before attending the examination of this morning, I did not know that the educators in the Normal School had attained such eminence in their profession as I then discovered. I rejoiced in their faithfulness, but most of all in the moral culture of the school. I believe this is predominant, and I do not know any school in the State which surpasses it in moral culture and excellence.

The last address was made by Rev. Mr. Schofield, pastor of the church in which the exercises were held. He expressed himself as having been much interested in the exercises of the graduating class, and the subsequent addresses; especially in Mr. Mayo's address which praised the women of Connecticut, of whom he had often heard in his

western life. He recognized the occasion of the great respect in which he had always held his grandmother, in the fact that she had been born in Middletown, Conn. He said that he rejoiced in the prosperity and excellence of the Normal School, and was pleased to have so many of its pupils members of his congregation, some of its teachers members of his church, and teachers in his Sabbath school. Whenever he passed the old brown front of the Normal School, he longed to see a better building, more worthy of the school and of the State; yet as he had heard intimations that if a new building were erected, it might be in another place—if that were to follow, he would cease to hope for a new building.

Dr. Northrop, in view of the last remark, said, that after all the good will shown by the people of New Britain towards the Normal School, there would be no fear of its removal to another place.

The exercises were then closed with the benediction by Rev. Mr. Griffin, pastor of the South Congregational Church in New Britain.

The attendance at all these exercises, both in numbers and interest, was all that could be desired.

**NEW HAVEN.**—A REMARKABLE SCHOOL ATTENDANCE.—The boys of the highest room, No. 12, of the Dwight School, in this city, are clearly entitled to the championship for punctual attendance. They went through the whole of the last term, of fifteen weeks and four days, without an absence or tardiness; and they have now added three weeks more of the present term, making, in all, a period of eighteen consecutive weeks, without an absence, tardiness, and with only a single dismissal before the close of a school session. Each boy has made *ninety* consecutive perfect sessions; and all together have made an aggregate of  $(90 \times 20 =) 1800$  sessions. And still they are going on! Who takes the champion flag from this heroic band?

THE bill for the compulsory education of the children of the State has been passed by the House of Representatives in the Illinois Legislature. According to its provisions children between the ages of 9 and 14 must be sent to school for three months of the year, and six weeks of the schooling must be continuous. Poverty cannot be pleaded as an excuse for failure to comply with the law, as all the books necessary will be supplied by the State, and clothes will be given to destitute children. Parents or guardians who neglect to obey the law will subject themselves to prosecution and to fines for thirteen weeks, rising from \$1 to \$5 for each week of such neglect.

## BOOK NOTICES.

THE POETICAL WORKS OF EDMUND CLARENCE STEDMAN. Published by James R. Osgood & Company, Boston.

As we hold this book in our hands it sets us to musing over the old, old story of the wonderful developments of time. We recall the long-haired youth who, years ago, as a college-mate, used to be so pranky, defiant of college marks, irrepressible, and yet, withal, so respected for the genius which cropped out at every point. Now we find that we must identify that same individual with a national poet, who already stands on a firm pedestal, with a poet chaste, scholarly, unusually popular, ranging himself on the moral, the steady, the patriotic, the common-sense side of questions, whose gilt-edged book of poems is to-day honored with a place on our shelves beside Bryant, and Longfellow, and Whittier, and whose portrait in the frontispiece shows him to be sedate enough to fill a professor's chair with dignity. We had always supposed that if Stedman ever came to be a public poet it would be after the erratic, meteoric manner of Edgar A. Poe. We are happily, very happily disappointed. His little volume, with some that is rollicking, contains much quiet, scholarly poetry. There is an easy flow of rhythm that shows the "born poet," a classic richness that shows breadth of culture, learning not simply stored but assimilated into the being, and a depth of feeling that shows heart. This book claims to be the complete works of the author. We hope and believe that this is only true retrospectively. We cannot but think that Mr. Stedman has only just begun; that there is in him a promise of achievements yet to come which will far eclipse even the excellent matter of this collection.

A SCHOOL MANUAL OF ENGLISH ETYMOLOGY. By Epes Sargent. Philadelphia: J. H. Butler & Company.

It is a question whether during the last quarter of a century the English language has been more improved by the labors of good writers, critics, philologists, and lexicographers, or more corrupted through the heedlessness of ignorant and reckless writers. Certain it is that in the newspaper literature of the day there is current a vast number of newly-coined words that ought to be branded as *counterfeit* and thrown aside, and of altered coins that have lost their identity and have now a doubt-

ful value. Unwarranted meanings are given to words, and spurious words are lugged into the language by the ignorant and reckless, then carelessly taken up by good writers, and gradually come into habitual use.

The late John Stuart Mill has remarked: "Vulgarisms that creep in, nobody knows how, are daily depriving the English language of valuable modes of expressing thought." Written language is too largely "wielded by persons ignorant of the proper use of the instrument, who are spoiling it more and more for those who understand it." The remedy for this evil is the more general study of such works as the one before us, in all our public and private schools.

Says Lord Stanley: "To use words with precision and accuracy we ought to know their history as well as their present meaning." Our dictionaries contain between twenty-nine and thirty thousand words, derived from Latin and Greek roots. A thorough study of some 600 Greek roots, and about four times that number of Latin roots, with the prefixes and suffixes, will give a student a better knowledge of that whole body of thirty thousand words than he can obtain in any other way.

A necessity for a new manual of etymology arises from the fact that many of the derivations accepted twenty, or even ten years ago are set aside by the discoveries of later students of philology. Sargent's Manual will be found up to the times, sufficiently complete and concise for a school book, well arranged, well supplied with illustrative exercises, and beautifully printed on good paper.

SEX IN EDUCATION; or, A Fair Chance for the Girls. By Edward H. Clarke, M.D. Published by James R. Osgood & Co., Boston.

A remarkable and powerful book which is exciting much attention and some critical opposition withal in the reading world. Its subject is important to the last degree. Such a clear, masterly, pleading treatment of it as this cannot but do much good, whether its positions are all correct or not. The key-note to the whole volume is contained in such words as these which we cite from its earliest pages. After quoting Gail Hamilton's assertion that a girl can pursue all the studies usually pursued by boys of her age with equal thoroughness, and graduate at eighteen from the school as healthy, fresh, and eager as she went in, Dr. Clarke observes:—"But it is not true that she can do all this, and retain uninjured health, and a future se-



cure from neuralgia, uterine disease, hysteria, and other derangements of the nervous system, if she follows the same method that boys are trained in. Boys must study and work in a boy's way, and girls in a girl's way." This position is demonstrated in the most direct and forcible way and the clearest and yet most unobjectionable language. Instead of allowing important facts to remain unrevealed in deference to the foolish prudery of speech prevailing in our social circles, Dr. Clarke conforms more nearly to the sensible plainness of English society where they call more delicate things than spades by their proper names. It is self-evident that every one who teaches girls should, without delay, become acquainted with the revelations of this book.

- (1) **AHN'S GERMAN READING CHARTS**; (2) First, and Second German Books; (3) Ahn's Rudiments. By Dr. P. Henn. New York: E. Steiger, publisher.

Ahn's system for the study of German has already become deservedly popular, and the revised editions by Dr. Henn contain many additional points of excellence. The reading charts will save much labor at the blackboard, and the clear, large type can easily be seen by a large class. The course adopted in the "Rudiments" is well graded, and calculated to produce thorough, rapid, and pleasant progress; the words are well chosen; the sentences attractive in character; the style colloquial. The "First and Second German Books," containing the same subject matter as the "Rudiments," may possibly be preferred by some, though the complete work is quite inexpensive. The "Third Book," soon to be issued, is intended to complete a course sufficiently extensive for our public schools, and one which without doubt will tend to make still more popular the study of languages, and of the German in particular.

**MISS FORRESTER.** A Novel. By Mrs. Edwards. Published by Sheldon & Co., New York.

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| Word Study (three articles);<br>By Prof. Henry N. Day.  | The Opposition of Mars;<br>By Emma M. Converse.                                      |
| The School of Good Manners;<br>By John D. Ferguson, Stamford.   | Should American Youth be Educated Abroad;<br>By Secretary B. G. Northrop.            |
| The Japanese Indemnity;<br>By Secretary B. G. Northrop.   | Educating Girls;<br>By Anna M. Hotchkiss.  |
| Anecdotes of Public Men;<br>By Col. J. W. Forney.   | The House we Live In (two articles);<br>By Dr. S. D. Gilbert.                        |
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| The Consolidation of School Districts;<br>By Rev. J. G. Baird.  | Discipline;<br>By F. Starr Peabody.  |
| A Logical Outline of Arithmetic;<br>By Edward Brooks, in National Teacher.                                    | The Question of Consolidation;<br>By H. B. Wigham, Norwalk.                          |
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| The Gulf Stream;<br>By Prof. W. B. Carpenter, Pres. British Sci. Assoc.                                       | Professional Training;<br>By H. E. Sawyer, Middletown.                               |
| A Summer Vacation in Europe;<br>By John H. Peck, New Britain.   | Adverb or Adjective;<br>By Mark Pitman, New Haven.                                   |
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| The Composition of an Essay;<br>By Prof. J. H. Gilmore, Rochester, N. Y.                                      | School Discipline;<br>By S. B. Frost.  |
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